

Bradley Elementary

3032 Pinebelt Rd.
Columbia, South Carolina 29204

Grades	PK-5 Elementary School	
Enrollment	424 Students	
Principal	Dr. Erica L. Fields	803-738-7200
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	27	85	30

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

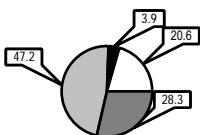
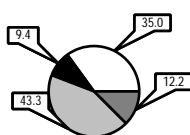
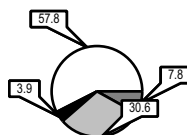
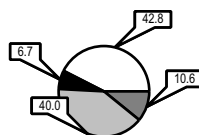
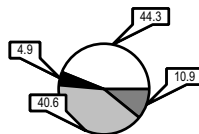
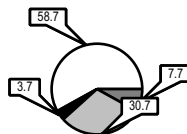
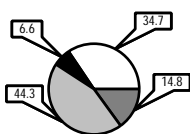
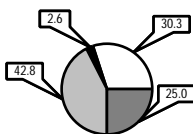
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	204	91.7	20.6	48.5	26.7	4.2	43.6	Yes	Yes
Gender									
Male	108	89.8	32.1	44.4	19.8	3.7	29.6	N/A	N/A
Female	96	93.8	9.5	52.4	33.3	4.8	57.1	N/A	N/A
Racial/Ethnic Group									
White	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	193	91.7	21.8	48.1	25.6	4.5	42.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	177	100.0	19.9	48.1	27.6	4.5	44.9	N/A	N/A
Disabled	27	37.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	1	0.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	203	92.1	20.6	48.5	26.7	4.2	43.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	204	91.7	20.6	48.5	26.7	4.2	43.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	164	91.5	24.6	48.5	22.3	4.6	36.2	Yes	Yes
Full-pay meals	40	92.5	5.7	48.6	42.9	2.9	71.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	204	93.6	32.5	44.4	13.0	10.1	32.0	Yes	Yes
Gender									
Male	108	91.7	36.1	47.0	8.4	8.4	22.9	N/A	N/A
Female	96	95.8	29.1	41.9	17.4	11.6	40.7	N/A	N/A
Racial/Ethnic Group									
White	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	193	93.8	33.8	44.4	11.9	10.0	30.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	177	100.0	30.1	45.5	13.5	10.9	34.0	N/A	N/A
Disabled	27	51.9	61.5	30.8	7.7	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	1	0.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	203	94.1	32.5	44.4	13.0	10.1	32.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	204	93.6	32.5	44.4	13.0	10.1	32.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	164	93.3	38.3	42.9	11.3	7.5	26.3	Yes	Yes
Full-pay meals	40	95.0	11.1	50.0	19.4	19.4	52.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	204	96.1	57.8	30.6	7.8	3.9	11.7
Gender							
Male	108	95.4	66.7	24.4	5.6	3.3	8.9
Female	96	96.9	48.9	36.7	10.0	4.4	14.4
Racial/Ethnic Group							
White	7	85.7	I/S	I/S	I/S	I/S	I/S
African American	193	96.4	59.4	28.8	8.2	3.5	11.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	177	100.0	55.1	32.1	8.3	4.5	12.8
Disabled	27	70.4	75.0	20.8	4.2	0.0	4.2
Migrant Status							
Migrant	1	0.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	203	96.6	57.8	30.6	7.8	3.9	11.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	204	96.1	57.8	30.6	7.8	3.9	11.7
Socio-Economic Status							
Subsidized meals	164	96.3	62.7	28.2	6.3	2.8	9.2
Full-pay meals	40	95.0	39.5	39.5	13.2	7.9	21.1

Social Studies							
All Students	204	96.1	42.8	40.0	10.6	6.7	17.2
Gender							
Male	108	95.4	50.0	34.4	10.0	5.6	15.6
Female	96	96.9	35.6	45.6	11.1	7.8	18.9
Racial/Ethnic Group							
White	7	85.7	I/S	I/S	I/S	I/S	I/S
African American	193	96.4	44.1	39.4	10.0	6.5	16.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	177	100.0	39.7	41.7	10.9	7.7	18.6
Disabled	27	70.4	62.5	29.2	8.3	0.0	8.3
Migrant Status							
Migrant	1	0.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	203	96.6	42.8	40.0	10.6	6.7	17.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	204	96.1	42.8	40.0	10.6	6.7	17.2
Socio-Economic Status							
Subsidized meals	164	96.3	47.2	38.7	8.5	5.6	14.1
Full-pay meals	40	95.0	26.3	44.7	18.4	10.5	28.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	65	100.0	12.7	43.6	32.7	10.9	43.6
	4	75	100.0	16.1	58.1	22.6	3.2	25.8
	5	61	100.0	35.8	35.8	28.3	0.0	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	88.2	16.7	35.2	37.0	11.1	48.1
	4	63	92.1	17.6	51.0	31.4	0.0	31.4
	5	73	94.5	26.7	58.3	13.3	1.7	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	65	100.0	23.6	50.9	12.7	12.7	25.5
	4	75	100.0	37.1	46.8	12.9	3.2	16.1
	5	61	100.0	39.6	43.4	5.7	11.3	17.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	92.6	31.6	38.6	7.0	22.8	29.8
	4	63	92.1	33.3	43.1	17.6	5.9	23.5
	5	73	95.9	32.8	50.8	14.8	1.6	16.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	65	98.5	38.2	36.4	16.4	9.1	25.5
	4	75	100.0	66.1	27.4	6.5	0.0	6.5
	5	61	100.0	69.8	22.6	5.7	1.9	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	41.9	33.9	16.1	8.1	24.2
	4	63	92.1	57.4	33.3	7.4	1.9	9.3
	5	73	95.9	73.4	25.0	0.0	1.6	1.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	65	100.0	25.5	34.5	25.5	14.5	40.0
	4	75	100.0	38.7	56.5	4.8	0.0	4.8
	5	61	100.0	56.6	35.8	3.8	3.8	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	22.6	43.5	17.7	16.1	33.9
	4	63	92.1	31.5	51.9	14.8	1.9	16.7
	5	73	95.9	71.9	26.6	0.0	1.6	1.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 424)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.8%	No change	4.0%	2.8%
Attendance rate	96.7%	Up from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%	Down from 8.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.4%	Down from 7.0%	0.0%	0.0%
Eligible for gifted and talented	9.0%	Up from 7.9%	4.5%	10.4%
On academic plans	51.4%	N/AV	46.9%	33.6%
On academic probation	30.1%	N/AV	1.9%	1.0%
With disabilities other than speech	7.7%	Down from 7.8%	7.2%	7.5%
Older than usual for grade	0.3%	Down from 0.7%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	60.6%	Up from 51.5%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.2%	N/A	4.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.5%	0.0%
Teachers returning from previous year	92.9%	Up from 88.2%	84.7%	87.3%
Teacher attendance rate	94.1%	Down from 95.2%	94.6%	94.9%
Average teacher salary	\$45,957	Up 4.3%	\$41,385	\$42,485
Prof. development days/teacher	15.9 days	Down from 19.1 days	13.9 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 17.0 to 1	16.5 to 1	18.6 to 1
Prime instructional time	89.2%	Down from 90.7%	88.7%	89.7%
Dollars spent per pupil*	\$7,004	Down 4.6%	\$7,467	\$6,557
Percent of expenditures for teacher salaries*	78.4%	Down from 78.6%	61.6%	64.0%
Percent of expenditures for instruction*	83.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	78.8%	Down from 83.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Up from Below Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Francis W. Bradley Elementary is an inner-city school located at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of Child Development through grade five, with a current enrollment of 416 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Professional Development is a key component in ensuring that quality instruction occurs through research-based best practices. Members of the faculty and the administration have undergone extensive training as part of the SC Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success for our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Class size was reduced in first grade, and students who enter first grade lacking basic skills receive assistance through the Reading Recovery program.

Other interventions across the grade levels include Accelerated Reader and strategies supported through the SC Reading Initiative. The Accelerated Math program and math computer enrichment programs are used to supplement the regular mathematics program. Additional reading and math instruction is provided through the Success Maker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program is further enhanced through the school's technology lab, which encourages the integration of technology into the instructional program. Teachers plan weekly for flexible, small-group instruction for students who need assistance. Students who score below basic on PACT are provided assistance in our after-school tutorial program.

Bradley's state-of-the-art facility features a new kindergarten wing, gymnasium, science lab, music room, keyboard lab and two computer labs. The school makes use of the latest technology. Parents have high expectations of the school and support the school's motto, "Excellence in Action." An active PTA and School Improvement Council, parent volunteer programs and attendance at school-sponsored events are evidence of parent and community involvement. In May 2002, Bradley was recognized as a "Flagship School of Promise." Through our collaboration with business partners and members of the community, tutors and mentors are provided for students in grades 1-5. In 2003, Bradley received an award for Small Business Partnership of the Year as a result of its partnership with Image Point. For the past four years, the school has met Adequate Yearly Progress. In 2004, the school was the recipient of the Red Carpet Award, presented by the S.C. Department of Education. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Erica Fields, Ph.D., Principal, Bradley Elementary School
Jacquelyn Stewart, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	65	39
Percent satisfied with learning environment	97.3%	85.9%	84.2%
Percent satisfied with social and physical environment	97.3%	89.1%	82.1%
Percent satisfied with school-home relations	59.5%	90.6%	78.4%

*Only students at the highest elementary school grade level at this school and their parents were included.